

Year Three Achievement Standard elaborations

Achievement standards are an expectation of the depth of understanding, the extent of knowledge and the sophistication of skills that students should typically demonstrate at the end of a teaching and learning year.

Year Three Achievement Standard

By the end of Year Three, students demonstrate wonder at the mystery of God as creative, compassionate, loving and forgiving. They name significant people, places, events and stories from the Gospels. They identify cultural aspects that assist them to understand Jesus' life as teachings.

By the end of Year Three, students explain the rite of reconciliation and understand that we can choose to be loving and forgiving like Jesus

By the end of Year Three, students wonder and recognise how their gifts can serve the community by being welcoming, caring and joyous. They respond to stories of Jesus by relating them to their own lives

By the end of Year Three, students can understand and say in unison, the Act of Contrition and a decade of the Rosary (joyful mysteries). They participate in prayer every day and identify reasons for praying and places for praying.

The standards elaborations should be used in conjunction with the Religion Curriculum achievement standard and content descriptions for the relevant year level. They provide additional clarity about using the Religion achievement standard to make judgments on a five-point scale. The standard elaborations for Religion have been developed using the Religion Curriculum content descriptions and the achievement standard. They promote:

- Alignment of curriculum, assessment and reporting, connecting curriculum and evidence in assessment, so that what is assessed relates directly to what students have had the opportunity to learn
- Continuity of skill development from one year of schooling to another.

The standard elaborations for Religion support:

- Making judgments on a five-point scale based on evidence of learning in a folio of a child's work.
- Planning an assessment program and individual assessments
- Developing task specific standards¹

¹ Queensland Curriculum & Assessment Authority (QCAA), Standards Elaborations <https://www.qcaa.qld.edu.au/27953.html>. The information on this page regarding standard elaborations for Religion is written in alignment with the standards elaborations written by QCAA for the Australian Curriculum.

Year Three Religion standard elaborations

		A	B	C	D	E
The folio of a child's work has the following characteristics.						
K N O W L E D G E U N D E R S T A N D I N G S	Knowledge	<p>Considered explanation, including justification, of God as mystery, creator, compassionate, loving and forgiving.</p> <p>Clear description of:</p> <ul style="list-style-type: none"> • significant people from the Gospels • significant events and stories from the Gospels • significant places in the stories of the Gospels • cultural aspects of life in first century Palestine, to assist in understanding Jesus' life and teachings <p>Clear explanation of all the aspects of the Rite of Reconciliation –</p> <ul style="list-style-type: none"> • Listening to the Word 	<p>Creative explanation of God as mystery, creator, compassionate, loving and forgiving.</p> <p>Description of</p> <ul style="list-style-type: none"> • significant people from the Gospels • significant events and stories from the Gospels • significant places in the stories of the Gospels • cultural aspects of life in first century Palestine, to assist in understanding Jesus' life and teachings <p>Explanation of the aspects of Rite of Reconciliation-</p> <ul style="list-style-type: none"> • Listening to the 	<p>Creative description of God as mystery, creator, compassionate, loving and forgiving.</p> <p>Identification of :</p> <ul style="list-style-type: none"> • significant people from the Gospels • significant events and stories from the Gospels • significant places in the stories of the Gospels • cultural aspects of life in first century Palestine, to assist in understanding Jesus' life and teachings <p>Identification of the aspects of the Rite of Reconciliation-</p> <ul style="list-style-type: none"> • Listening to the Word 	<p>Statements about God as mystery, creator, compassionate, loving and forgiving.</p> <p>Guided identification of:</p> <ul style="list-style-type: none"> • significant people from the Gospels • significant events and stories from the Gospels • significant places in the stories of the Gospels • Cultural aspects of life in first century Palestine, to assist in understanding Jesus' life and teachings <p>Identification of some aspects of the Rite of Reconciliation</p>	<p>Isolated statements about God as mystery, creator, compassionate, loving and forgiving.</p> <p>Directed identification of:</p> <ul style="list-style-type: none"> • significant people from the Gospels • significant events and stories from the Gospels • significant places in the stories of the Gospels • Cultural aspects of life in first century Palestine, to assist in understanding Jesus' life and teachings <p>Statements about the Rite of Reconciliation.</p>

A N D S K I L L S		<ul style="list-style-type: none"> • Acknowledging and confessing sins • Being truly sorry • Prayer <p>Considered explanations of how we can choose to be loving and caring like Jesus.</p> <p>Clear explanation of reasons for praying.</p>	<p>Word</p> <ul style="list-style-type: none"> • Acknowledging and confessing sins • Being truly sorry • Prayer <p>Explanations of how we can choose to be loving and caring like Jesus.</p> <p>Explanation of reasons for praying.</p>	<ul style="list-style-type: none"> • Acknowledging and confessing sins • Being truly sorry • Prayer <p>Descriptions of how we can choose to be loving and forgiving like Jesus.</p> <p>Description of reasons for praying.</p> <p>Description</p>	<p>Partial descriptions of how we can be loving and caring like Jesus.</p> <p>Statements about reasons for praying</p>	<p>Statements of how we can be loving and caring.</p> <p>Isolated statements about reasons for praying.</p>
	Skills	<p>Considered identification and use of information, ideas and events in a variety of scriptural texts about Jesus, to make connections to own life.</p>	<p>Effective identification and use of information, ideas and events in a variety of scriptural texts about Jesus, to make connections to own life.</p>	<p>Identification of information, ideas and events in scriptural texts about Jesus, to make connections to own life</p>	<p>Identification of aspects of information, ideas and events in scriptural texts about Jesus, to make connections to own life.</p>	<p>Restatements of information, ideas and events in scriptural texts about Jesus, to make connections to own life.</p>
		<p>Considered explanation of how their personal gifts of welcome, care and joy can serve the community.</p>	<p>Explanation of how their personal gifts of welcome, care and joy can serve the community.</p>	<p>Statements that show understanding of how their personal gifts of welcome, care and joy can serve the community.</p>	<p>Identification of how their personal gifts of welcome, care and joy can serve the community.</p>	<p>Identification of how aspects of their personal gifts of welcome care and joy can serve the community.</p>
		<p>Considered description and relevant reasons</p>	<p>Effective description and relevant reasons</p>	<p>Describe and provide reasons for praying.</p>	<p>Statements that provide reasons for</p>	<p>Directed identification of reasons for praying.</p>

		for praying in a broad range of different situations.	for praying in a range of situations.		praying.	
		Identification of where and description of why people pray.	Identification and description of where people can pray.	Identification of where people can pray.	Statements about where people can pray.	Directed statements of where people can pray.
		Clear and purposeful participation in saying individually and in unison the Act of Contrition and a decade of the Rosary	Effective participation in saying individually and in unison the Act of Contrition and a decade of the Rosary.	Participation in saying individually and in unison the Act of Contrition and a decade of the Rosary.	Guided participation in saying individually and in unison the Act of Contrition and a decade of the Rosary	Supported participation in saying individually and in unison the Act of Contrition and a decade of the Rosary
		Systematic application of planning relevant prayer services in the classroom.	Application of planning relevant prayer services in the classroom.	Application of planning prayer services in the classroom.	Some selection of aspects of planning prayer services in the classroom.	Partial selection of aspects of planning for prayer services in the classroom.

Key

- A** Evidence in a student’s work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures, and application of processes.
- B** Evidence in a student’s work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures, and application of processes.
- C** Evidence in a student’s work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures, and application of processes.
- D** Evidence in a student’s work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.
- E** Evidence in a student’s work typically demonstrates a very limited level of knowledge and understanding of concepts, facts and procedures, and application of processes.

The following terms and key words are used in the Year Three Religion standard elaborations. They help to clarify the descriptors.

Term	Description
Clear; Clearly	Easy to perceive, understand or interpret
Communicate	Conveying information or ideas to others through appropriate representations, text types and modes.
Comparison: Compare	Estimate, measure or note how things are similar or dissimilar
Describe	Give an account of characteristics or features
Directed	Following the instructions of the facilitator
Effective	Capably meets the described requirements
Examination; Examine	Determine the nature of conditions of
Explanation	Provide additional information that demonstrates understanding of reasoning and /or application
Guided	Visual and/or verbal prompts to facilitate or support independent action

Identification	Establish or indicate who or what someone or something is
Purposeful	Intentional, done by design; focused and clearly linked to the goals of the task.
Relevance, relevant	Applicable and pertinent
Significant	Includes all that is important.
Use of	To operate or put into effect